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The guide is intended to assist project directors in their efforts to develop more systematic and thorough evaluation designs for the Great Cities School Improvement Program. Major dimensions of teaching-learning, school-community, and pupil-parent-teacher activities are listed. Major evaluation areas are in pupil achievement, implemented by group testing, case studies, and school holding power; and attitude and behavioral changes in pupils, teachers, and parents. Other important areas evaluated are school costs, project staff achievement, teaching materials, and technique achievement, school-community relations, school health services, and implications for city-wide educational program. To enable the reader to follow the evaluation plan more easily, an outline of activities is presented as Part I. Part II is the evaluation plan itself, and is actually the original outline expanded to include tests, instruments for testing, and suggested treatment of data for each outline area.

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A PLAN FOR EVALUATING MAJOR ACTIVITIES IN GREAT CITIES SCHOOL IMPROVEMENT PROGRAMS

Detroit Great Cities Project

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August, 1961
Revised July, 1962

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A PLAN FOR EVALUATING MAJOR ACTIVITIES IN GREAT CITIES SCHOOL IMPROVEMENT PROGRAMS

The intention of this guide is to assist project directors in their efforts to develop increasingly more systematic and thorough evaluation designs for Great Cities School Improvement Programs. The major dimensions of teaching-learning, school-community, and pupil-parent-teacher activities this plan considers are listed below. The first three points are the major evaluation areas of the Detroit Project.

I. Pupil Achievement
   - A. Group Testing
   - B. Case Studies
   - C. School Holding Power

II. Attitude Changes
   - A. Pupils
   - B. Teachers
   - C. Parents

III. Behavorial Changes
   - A. Pupils
   - B. Teachers
   - C. Parents

Other important areas to be evaluated are covered in points IV-IX, which follow:

IV. School Costs

V. Project Staff Achievement

VI. Evaluation of Teaching Materials and Techniques

VII. School-Community Relations

VIII. School Health Services

IX. Implications for City-Wide Educational Program

The suggested tests, questionnaires, and other instruments as well as methods of data treatment that are used in Detroit are identified by an asterisk in Part II of this paper. Tests, techniques not followed by an asterisk should be regarded as "suggested and recommended" instruments and procedures but not currently being used in Detroit.

To enable the reader to follow more easily this Evaluation Plan, an "Outline of Activities" is presented as Part I. The Evaluation Plan itself is Part II and is actually the original outline expanded to include tests, instruments, and suggested treatment of data for each outline item.

Detroit Great Cities Project,
August, 1961; Revised July, 1962

PART I

AN OUTLINE OF ACTIVITIES

Introductory to Considering a Plan for Evaluating Major Activities in Great Cities School Improvement Programs

I. Pupil Achievement

A. Group Testing

1. Basic Skills

a. Reading

b. Vocabulary

c. Language Arts

d. Arithmetic

e. Social Studies

1) Understanding Community Resources—Community Services

a) Educational Services

b) Cultural Services

c) Recreational Services

d) Financial Services

e) Family and Group Work Agencies

2) Understanding Community Resources—World of Work

a) Civil Service

b) Professions (Including Teaching)

c) Trades (Vocational Services)

d) Unions and Apprentice Programs

e) Employment Services and Minority Group Break-Throughs

2. Intelligence Tests (Verbal and Non-Verbal), Administered Each Fall in Grades 4B, 6B, 8B, and 10B.

B. Case Studies

1. Selected pupils at various grades for purpose of identifying academic and other achievement.

2. Data from case studies might be used in various ways:

a. To illustrate, in some depth, impact of the experimented variable on selected pupils.

b. To give clues or specific direction to broader investigations of large populations among our pupils.

C. School Holding Power

1. Percentage of Pupils having Kindergarten experience

2. Over-agedness in grade

3. Secondary School Drop-Outs

4. Pupil Transience

a. Pupil movement in and out of schools

b. Determining why families and pupils have moved into a school area

c. Percentage of "stable" families

II. Attitude Changes

A. Pupils

1. Toward subjects

a. Reading

b. Arithmetic

c. Social Studies

d. Others

2. Toward teachers (each city participating in Great Cities School Improvement Programs makes its own decisions on what is desirable or necessary to measure.)

3. Toward school

   a. Rules and regulations

   b. General pupil behavior

   c. Personal recognition (Participation in school activities)

4. Toward learning

   a. Appropriateness of learning experiences for future goals

   b. Is pupil challenged by learning experiences?

   c. Are learning experiences generally too difficult?

5. Toward aspirations

   a. Type of job

   b. Desire of training beyond high school

   c. Level of educational aspiration

   d. If you were a father or mother, how much education would you want your child to get and what kind of job

6. Toward peer associates

   a. What kind of peer leaderships are identified

   b. Characteristics of peer leaders (Check list of characteristics) plus(+)or minus(-)

7. Toward self-concept

8. Toward perception of lower-class status

9. Toward school administration

B. Teachers' Attitudes toward

   1. Children

   2. Parents

   3. Working in the school

4. Working with people in this neighborhood

5. Other highly regarded teachers

6. Teaching as a career

7. Administration

8. Project and specialized personnel

9. Myself

C. Parents' Attitudes toward

1. Principal

2. Teachers

3. Use of school by themselves

4. Aspirations for child

5. Project and specialized personnel

6. Himself in relation to how he helps his child's education

III. Behavioral changes

A. Pupils

1. Serious discipline

a. School suspensions

b. Sent home for punishment or parent sent for

c. Disciplinary referrals, court referrals, police

2. Truancy

3. Absenteeism

4. Participation in extra-curricular activities

a. Number of different children involved

b. Number of problem and/or under achievers

5. Use of library facilities
    a. School
    b. Neighborhood
6. Sales of books through school involvement both in and out of school
7. Citizenship marks (Boy's - Girl's)

B. Teachers
1. Involvement in project activities
    a. Extra-curricular
    b. Community related functions
2. Requests for transfers and reasons
3. Requests for transfers into project schools
4. Teacher initiated parental contacts
5. In-service activities

C. Parents
1. Involvement in activities
    a. After-school activities
    b. Trips
    c. Special services to school
    d. Involvement in school program during regular school day
2. Parental gripes
3. Parent-initiated interviews
4. Increase in number of books in home
5. Increase in parent-child trips

D. Administration

IV. School Costs

A. Vandalism

B. Costs occurring as a result of remediation

V. Project staff achievement

A. Description — narrative of activities

B. Related data

C. Evaluation by school staffs

D. Evaluation from community leaders and agencies

VI. Evaluation of teaching materials and techniques

A. Collection of the best

B. Creation of new materials and ideas

C. Description of administrative and organizational changes

VII. School Community Relations — Project Director's case history on changes and the process of change in relation to:

A. Successes and failure with other agencies

B. Extent of community response, + and -

VIII. School Health Services

A. Remedial Health Deficiences

B. Corrections in health deficiences

C. Compare to previous years records and/or control schools

IX. Implications for city-wide educational program (nature and extent)

A. Summer School -- (promotional or enrichment?)

B. Appropriateness of adult education

C. Business office procedures related to projects

D. Fuller utilization of school plant

E. Pupil transportation for educational and cultural enrichment purposes

F. Per pupil expenditures for materials

G. In-service programs for teachers

H. Relations with teacher training institutions

I. Possible patterns of cooperation with public and private agencies

PART II

EVALUATION PLAN

A PLAN FOR EVALUATING MAJOR ACTIVITIES

IN GREAT CITIES SCHOOL IMPROVEMENT PROGRAMS

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
I. Pupil Achievement		
A. Group Testing		
1. Basic Skills a. Reading b. Vocabulary c. Language Arts d. Arithmetic e. Social Studies	Iowa Tests of Basic Skills, Multi-Level Edition, Houghton-Mifflin Company. Administered each fall and spring to pupils in grades 4B, 6B, and 8B.*	Reporting of Grade Equivalent Scores on each pupil to each school; comparison of means between and among schools; comparison of means between experimental and control districts and city.*
	STEP, Educational Testing Service, Princeton, N.J. Each fall and spring to grades 10B and 12B.*	Comparison of percentile range-band scores of the experimental school to other Detroit high schools.*
	California Achievement Tests, California Test Bureau. Administered to all pupils enrolled in Great Cities' summer schools.*	Comparison of pre-and post-tests, at the beginning and the close of summer school. Follow-up recording of fall and spring "in school" academic progress and the relation of such progress to summer school test scores.*
	Metropolitan Achievement Tests, 1959 Edition, Grades 1-12, World Book Company. Used by Coaching Teachers in experimental schools throughout school year.*	Grade placement of pupils (in basic skills) who are sent to coaching teachers by classroom teachers.* Error analysis used as a diagnostic device with each pupil.*
		Comparison of scores on Metropolitan with other available test scores (such as ITBS and Cal) and consideration of these scores in relation to daily work in academic subjects.*

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
I. Pupil Achievement A. Group Testing (cont'd)	Stanford Achievement Tests, grades 1-9, World Book Company. Detroit Public Schools, Department of Instructional Research Optional Testing Program.*	Grade Placement Kits are prepared to test incoming pupils with insufficient data for accurate grade placement. These are available in the schools and can be given as needed any time during school year.
1) Understanding Community Resources--Community Services. a) Educational Services b) Cultural Services c) Recreational Services d) Financial Services e) Family and Group Work Agencies	Tests on Understanding Community Services. Detroit Social Studies Department, Grades 3-12.	Pre-and post-unit test scores compared on individual pupils and classes in experimental school classes.
2) Understanding Community Resources--World of Work. a) Civil Service b) Professions (Including Teaching) c) Trades (Vocational Services) d) Unions and Apprentice Programs e) Employment Services and Minority Group Break-Throughs	Test on Selected Occupations in Detroit, Grades 8-12. Prepared by Staff.* Tests on Opportunities in the World of Work, Grades 3-12. Staff prepared, locally.*	Pre- and post-test scores compared on individual pupils before and after a unit of study is completed; experimental school only.* Pre- and post-test scores compared on individual pupils before and after a unit of study is completed; experimental school only.*
2. Intelligence Tests (Verbal and Non-Verbal) Administered-fall-4B,6B,8B,and 10B.	Lorge-Thorndike Group Intelligence Tests, Verbal and Non-Verbal, Forms A & B, Levels 3 & 4, Grades 4,6,8,10)*	These scores may be reported as grade equivalents and/or percentiles.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
I. Pupil Achievement		
A. Group Testing (cont'd)	Lorge-Thorndike Group Intelligence Tests (cont'd) SCAT TESTS, Educational Testing Service, Princeton, N.J. administered each semester at grade levels 10B and 12B under the direction of Department of Instructional Research, Detroit Public Schools.	Minimum treatment would include individual scores on each pupil and comparison of Verbal and Non-Verbal scores. Mean differences to be determined between Verbal and Non-Verbal scores for classes at each grade level involved in each experimental school and means for all grades and schools.*
B. Case Studies	This is in a preparatory stage. We expect to do individual interviews and testing and trace behavioral changes between 1962 and 1965 and between 1965-1970. Our focus will be on changes in academic and social behavior.	Coded info. may be collected in 8 cols. available on machine-scoring answer sheets.* Comparison of L-T scores to other group int. scores may be profitable.* Most computor programs will automatically provide standard deviations along with means for groups treated.*
C. School Holding Power		
1. Percentage of pupils having kindergarten experience	"Kindergarten Experience Survey," prepared by Great Cities Project Staff and Mrs. Charlotte Gmeiner, Kindergarten Supervisor, Detroit.	Tabulation of number of pupils in grades 1-8 who have had kindergarten experience and computation of percentages. Comparison of number of pupils with kindergarten experience in experimental schools with other elementary schools in the city.*

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
I. Pupil Achievement		
C. School Holding Power (cont'd)		
2. Over-agedness in grade	"Age-in-Grade Table," Detroit Puplic Schools and GCSIP Staff, 1962.	Tabulation of number of pupils at selected grade levels, i.e. 6B, 9B, and 12B, who are "at age in grade" and computation of percentages.*
3. Secondary School Drop-Outs	Your Educational Plans, Grade 10. Science Research Associates, Chicago, 1958.*	Questionnaires completed by students in 30 minutes. Questionnaires machine-scored at SRA scoring service, McHenry, Ill. List reports by class giving coded data on each pupil for use by counselors and/or teachers. About twenty variables considered, each highly important for student guidance and counseling.*
4. Pupil Transience		
a. Pupil movement in and out of schools.	Coded information obtained at time of administration of the Lorge-Thorndike or Iowa Tests at Grades 4B, 6B, 8B, and 10B.*	Frequency distributions, means, standard deviations obtained by data-processing methods on range of 1-9+ schools attended (1) locally, (2) in the state, (3) in this and other states.* Comparison of experimental and control schools is easily possible if there is a city-wide testing program at selected grade levels.*

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
I. Pupil Achievement		
B. School Holding Power (cont'd)		
b. Determining why families and pupils have moved into a school area.	Sample of incoming pupils and/or parents. Interview schedules used in experimental and control schools.	Classification of major reasons for moving into an area. Comparison of frequencies between and among experimental and control schools.
c. Percentage of "stable" families.	Brief (5-8 Questions) questionnaire mailed or sent to parents. Sample of parents polled by direct interview could either supplement or substitute for questionnaire poll. School records of pupils may yield appropriate information regarding stability of residence as supplemental to or substitute for interviews and/or questionnaires.	Comparison of experimental and control school parental responses. These sets of responses can be classified in "causal" groups. Questionnaire, interview, or school records data may now be compared to 1960 Federal Census summaries as well as to local summaries on stability collected and reported by Board of Education Child Accounting divisions.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA

II. Attitude Changes

Introductory Remarks on Attitude Measures

Attitude measures will be taken from a variety of populations under the University of Michigan School Community Study combined with the Detroit Area Study and the Great Cities Project. This study will investigate the areas listed in column 2, TESTS, INSTRUMENTS.

The comprehensive aspect of the University of Michigan School-Community Study and the Detroit Area Study is such that it will cut across all lines, pupil, teacher, parent as well as neighborhood organization, family and administrative behavior. Therefore, we report it here but will not cross-identify particular aspects of it at this time in specific relation to pupils, teachers, and others.

1. Administrative Behavior
   a. About 40 teachers per school in 18 schools will be interviewed
   b. The object is to get the teachers' perception of administrative behavior
2. Children's Questionnaire on Educational Motivation and Achievement
   a. About 1530 pupils will be covered
   b. Eighteen elementary schools will be involved
3. Family Interview
   a. Diagnosis of family "type" and identification of family attitudes
   b. About 1530 families will be interviewed
4. Analysis of Neighborhood Organizations in Elementary Areas
   a. This is to study the impact of neighborhood organizations on a community
   b. About 360 interviews will be conducted to identify the impact of neighborhood organizations.

The Detroit Area Study and the University of Michigan School-Community Study, under the direction of Drs.Henry Meyer and Eugene Litwak, will coordinate efforts with the director and evaluator of the Detroit Great Cities School Improvement Project. The data that is gathered in the Michigan Study will be transferred from carefully prepared interview schedules and from the results of written tests to punched cards. The punched cards information will be put into a computor program at the University of Michigan Survey Research Center and the results of the computor program will be carefully studied, analyzed and interpreted by Drs. Meyer, Litwak and the Detroit Staff.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
II. Attitude Changes		
A. Pupils' Attitude		
1. Toward Subjects a. Reading b. Arithmetic c. Social Studies d. Others	Pupil Information and Attitude Inventory, Grades 4-12. Detroit Public Schools, GCSIP Pupil-Questionnaire Committee, May, 1961. Administered each spring to pupils who enter a school during the current school year. Administered every two years to all pupils in experimental and control schools.*	The forty-two questions on "Information about Pupils (Part I)" and the thirty-five items on "Pupils' Attitude toward Parents, Teachers, School and Community (Part II)" are summarized on a Summary Sheet in the questionnaire by "Yes," "No" and "Not Applicable" for each pupil, class, grade, and school. In addition, fourteen "General" questions (open-ended) are completed by each pupil. The completed questionnaires are kept in each pupil's permanent record folder for individual guidance and counseling purposes.* The Summary Sheets are sent to the GCSIP office where tabulations are made of total "Yes" and "No" responses by class, grade, and school. "Yes" answers presumably indicate adequate information and positive attitudes; "No" answers indicate a lack of both.* To summarize the open-ended questions, a 10% sample of questionnaires is selected by stratified random sampling and answers are placed in various categories which indicate degrees of (1) personal integration, (2) pupil's perception of his family in some specific ways.* (3) degree of enculturation of the pupil in the society.
2. Toward Teachers (Each city participating in Great Cities School Improvement Programs makes its own decisions on what is desirable or necessary to measure.)	Same as above	
3. Toward School a. Rules and regulations b. General pupil behavior c. Personal recognition (Participation in school activities)	Same as above	

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
II. Attitude Changes (cont'd)		
A. Pupils' Attitude (cont'd)		
4. Toward Learning		Data is treated the same way in Control Schools.*
a. Appropriateness of learning experiences for future goals	same as above	Control A's: Schools which are located in the same general geographic areas as project schools but are not participating in the project as experimental schools.*
b. Is pupil challenged by learning experiences		Control B's: Schools located in different geographic areas and not participating as experimental schools.*
c. Are learning experiences too difficult		Participation and involvement of control schools (in this activity) is limited to 10% of the pupils in each school.*
5. Toward Aspirations	same as above	
a. Type of job wanted b. Desire for training beyond high school c. Level of educational aspiration	Your Educational Plans, SRA (described on page 14) "Test of Educational Motivation" is the tentative title the Detroit GCSIP Staff has given to a new, experimental instrument created by William Farquhar, Ph.D., Michigan State University.	Comparison of the "Farquhar Test" results with results obtained on the YEP Questionnaire for each student; use in individual guidance and counseling.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
II. Attitude Changes (cont'd) A. Pupils' Attitude (cont'd)	Dr. Farquhar will be sharing with us the results of some current pre-testing with this instrument and we hope to use this test with high school students.	Select random sample, stratified by sex, grade, age, and IQ from control and experimental schools and compare Motivation Index. All that is presently available is a Table of Means on this test. The norming process is not yet completed.
d. Determination of how much education and type of occupation fathers and mothers want their children to have.	YEP (see p. 12)* Barber's "Occupational Rating Scale," explained in the book Social Stratification, McGraw-Hill.	To determine relationship of fathers' and mothers' educational background and occupational levels.* Nine occupations are listed in column 1 of a grid; columns 2-6 are points on a Likert-type scale. Respondents check columns to indicate whether they would be "Very Happy," "Pleased," "Unhappy," etc., to see their children in occupations such as teacher, night watchman, bookkeeper, etc. Regression analysis applied by formula to responses for each parent.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
II. Attitude Changes (cont'd)		
A. Pupils' Attitude (cont'd)		
6. Toward Peer Associates a. What kind of peer leaderships are identified? b. Characteristics of peer leaders.	Making Friendship Patterns, Grades 3-8, Department of Instructional Research, Detroit Public Schools, Teacher instruction book available	A sociogram device for identifying (rank-order) peer leaders in any given class. Identification of isolates and leaders; makes possible accurate analysis of peer relationships.
7. Toward Self-Concept	YEP (see P.6)* "How Do I Rate?" a locally prepared inventory of personal characteristics and achievement completed by pupils.*	Chi-Square technique used to analyze responses.*
	Pupil Information and Attitudes Inventory, locally prepared. (See p. 17 for description.)	"Yes" and "No" responses tallied and used in individual guidance and counseling. Means computed for each class, grade, and school.
8. Toward School Administration	Same as above	

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
II. Attitude Changes (cont'd)		
A. Pupils' Attitude (cont'd)		
9. Toward Perception of Lower-Class Status.	Kvaraceus, W.C. KD Proneness Scale and Check List, World Book Co., 1953.	An analysis of individual and group responses to determine "the extent to which an individual (a pupil) shares in the basic cultural milieu of the lower class community." The degree of identification with this milieu is a good predicator of delinquency proneness and, also, identifies characteristics of lower-class status and pupil-perception thereof. Data can be gathered (1) pre-and post-test on the same pupils at 1-2 year intervals with mean increase or decrease in identification computed. Control schools may be useful. Matched-pairs technique may be useful if it is not too cumbersome to implement. Sample populations rather than total populations may be the best course of selection.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
II. Attitude Changes (Cont'd)		
B. Teachers' Attitudes Toward: 1. Children 2. Working in the school 3. Working with people in this neighborhood 4. Parents 5. Other highly regarded teachers 6. Teaching as a career 7. Administration 8. Project and specialized personnel 9. Themselves	What Do You Think About These Social Questions? A Questionnaire, by Henry Meyer, Ph.D., and Donna McCleod, MSW, U. of M., Revised,1960 "Teacher Data Sheets (Personal Backgrounds)" added by Henry Meyer,Ph.D. Eugene Litwak, Ph.D., and W.M. Rasschaert, Ed.D., 1961.* Also see Teacher Information Questionnaire (Part I) locally prepared by GCSIP workshop, December, 1960. Data treatment same as above, right.	Frequency distributions prepared with means and standard deviations on 72 items in 9 value categories (Computor operation).* Second order runs can stratify responses according to years of teaching experience, years in present school, age, religious background, rural or urban background, race, etc. Control and experimental schools used. Means and standard deviations computed for all categories.
C. Parents' Attitudes Toward 1. Teachers 2. Principal 3. Use of school by themselves 4. The project and specialized personnel 5. Aspirations for their children 6. Themselves in relation to how they help their children's education.	Interview Schedules. These may be relatively simple, short schedules or more developed depth interviews. Pilot schedules might be used as pretests followed by lengthier schedules. Detroit is cooperating on this operation with the School of Social Work at the Un. of Michigan. The University of Michigan School-Community Study plus the Detroit Area Study is our main means of probe into this dimension. (See p.16)	Schedules must be interpreted to coding center needs. Coding "dictionary" must be constructed and machine instructions written. Frequency distributions, percentages, means, and standard deviations obtained from first-order runs. Second-order runs can be tailored to cross-breaks as deemed essential by each school system. This kind of data treatment (as some other computor services) might be financially feasible only at the beginning and at the end of a Great Cities Project life-span. Cost per interview (including data processing but excluding interpretation) would be in the order of $20.00. Special arrangements, including Federal Government grants, would substantially reduce this estimate.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
III. Behavioral Changes		
A. Pupils	Possibly we will use the Minnesota MMPI. This appears to be one of the few scales on the market that hold promise of being fairly predictive of delinquent behavior.	(See p.14) for suggested "Treatment of Data." In cases of behavior problems, data would be treated as for a "separate" population, separate from the rest of total schools' population. Extent of "delinquency proneness" is the factor to receive central attention. Control schools may be profitably involved.
1. Serious discipline		
a. School suspensions b. Sent home for punishment or parent sent for c. Disciplinary referrals, court referrals, police.	In addition to scale and check list above, frequency, type, boy-girl, ages and other data on behavior problems may be obtained from each experimental school on a monthly, semester and year-long basis. These may be regularly compared for frequency and other factors. This is essentially a "census" type data.	
2. Truancy		Classification and tabulation
3. Absenteeism		" "
4. Participation in extra-curricular activities.	The Police Youth Bureau Census Information can be utilized.	
a. No. of different children involved b. No. of problem and/or under-achievers	In addition to school records and prepared forms, the regular reports of school-community agents, coaching teachers, and the results of the Interim. Evaluation Reports will be utilized. The written Interim Evaluation data will be refined by work-group conference consultations between Project Staff and individual administrators of GCSIP experimental schools in the fall of 1962.	
5. Use of library facilities		" "
a. School b. Neighborhood		
6. Sales of leisure-time reading books through school influence		" "
a. Purchased in school		" "
b. Purchased outside sch.	Prepared Form	
7. Citizenship Marks	School Records	Sent home with child (elementary). Mailed home and return mail (secondary). Tabulation and Classification

ACTIVITY	TESTS, INSTRUMENTS		TREATMENT OF DATA	
III. Behavioral Changes (cont'd)				
B. Teachers	Interim Evaluation results plus school records and prepared forms		Analysis, classification, and tabulation, and interpretation	
1. Involvement in project activities				
a. Extra-curricular b. Community related functions	"	"	"	"
2. Requests for transfers out of project schools and stated reasons	"	"	"	"
3. Requests for transfers into project schools and st stated reasons	"	"	"	"
4. Teacher-initiated parental contacts	"	"	"	"
5. In-service activities	"	"	"	"
C. Parents	"	"	"	"
I. Involvement in activities	"	"	"	"
a. After-school activities b. Trips	"	"	"	"
c. Special services to school	"	"	"	"
d. Involvement in school program during regular school day	"	"	"	"

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
D. Administration	Behavioral changes on the parts of school administrators can best be noted, classified, and analyzed by some means of periodic assessment of their operational behavior. Tests and instruments, in the usual sense, would be of little value for such assessment. Each school system may wish to formulate plans and procedures (with and/or without the help and involvement of participating administrators) to implement assessment of administrative behavior.	
IV. School Costs.		
A. Vandalism	Prepared Form	Classification and Tabulation (Compare with Types A & B Controls)
B. Costs occurring as a result of remediation	Prepared Form	Same as above
V. Project Staff Achievement	Annual Report	Central Project Staff Report reviewed by Project Governing Board, Bd.of Education,Ford Foundation. Complete report or appropriate abstracts, precis and/or selected statistical summaries to be shared by school staffs.Reports of special personnel, S-C Agent, Coaching Teachers, and Visiting Teachers to be incorporated into annual report.
A. Descriptive--narrative of activities		
B. Related Data	Annual Report on Status of Evaluation of Project	To be reviewed by all the above concerned people as well as with the Evaluation Advisory Committee specifically.
	School Costs (related to project), per-pupil costs, personnel changes, etc.	To be included in annual report

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
V. Project Staff Achievement (Cont'd)		
C. Evaluation by School Staffs	Separate teacher and administrator committees on "Evaluation of Project Achievement" can be organized to create staff evaluation (rating) forms and/or interview schedules. Questionnaire-type rating forms and/or interview schedules can be used will <u>all</u> teachers and/ or with selected random samples annually. Interim Evaluation results	Depending on nature and complexity of instruments, responses can be punched into IBM cards for analysis by standardized computor methods. Summaires of evaluation by school staffs should become part of the Annual Report to the Board of Education.
D. Evaluation by Community Leaders and Agencies	Invitation to community leaders and agencies to evaluate Project Staff achievement rests primarily on the extent to which such leaders and agencies are involved in and informed about the project activities on a continuing basis. Assuming such leaders and agencies have sufficient basis on which to evaluate, the agencies might be interested in (1) creating one rating form to be used by all participating agencies, (2) initiating, conducting, analyzing, and interpreting collected data and, (3) summarizing their findings and forwarding a report to the superintendent of schools once a year.	Assuming agencies would be able to evaluate as suggested at the left, it would be at the discretion of the superintendent which combination of sharing and "feedback" techniques might be used to reinforce strong aspects of the GCSIP or to repair, reduce and eliminate errors and weaknessess. Bi-yearly or annual Project--Agency evaluation sessions might be held at which time both project staff and agency personnel could discuss mutual concern and progress. A superintendent may wish to delegate direction of such evaluation sessions to an assistant superintendent, presumably one in constant touch with school-community relations.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
VI.. Evaluation of Teaching Materials and Techniques		
A. Collection of the best examples of teaching materials and techniques	Data Cards, Detroit GCSIP staff and cooperating Teacher Committee on Teaching Materials and Techniques, fall, 1960.*	Index filing cards (4" x 6") are prepared by project office and sent to schools were periodically principals ask teachers to describe, in writing on these cards, examples of teaching practices, unique use of certain materials, and/or any combination of these that have proved to be especially effective.* Cards are classified and contents summarized for dissemination among all teachers in all experimental project schools.*
B. Process by Which New Materials and Ideas Are Created	Workshop and committee reports on their activities with emphasis on "people, process, and products." Clear, definitive statements specifically aimed at explaining (1) goals of the workshop or committee, (2) leadership techniques and physical setting, (3) attitudes, skills, and interaction patterns of participants and, (4) contributions of participants culminating in "products."	Study of these reports by project staff personnel, principals, Evaluation Advisory Committee and Project Governing Board, if at all possible. A "criteria screen" might be developed by project staff through which such workshop and committee reports might be sifted to identify systematically strong and weak elements in "process" and "product." Future workshops and/or committees would then be structured to reduce errors and weaknesses.
C. Description of Organizational and Curriculum Changes	Annual Report from each experimental school.*	Incorporated into Annual Project Report to the Superintendent and Board of Education.*

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
VII. School-Community Relations		
A. Successes and failures with other agencies.	Project Director's "log" or "case histories" on change (in agencies' responses) and, also, on the process of change as manifested by agency behavior toward the project and/or its participants.	Data to be treated (and/or shared) at project director's discretion. It is hoped that concerned project staff personnel and principals of experimental schools as well as the superintendent would be periodically informed about a director's perceptions, doubts, problems, etc., in this area.
B. Extent of community response ("plus" and "minus")		
VIII. School Health Services		Compare to previous year's records and/or records of control schools. Modify health services as needed wherever possible.
A. Number and nature of remedial health deficiencies	Prepared form and/or regular school records	
B. Corrections in health deficiencies	same as above	same as above
IX. Major Activities to be Evaluated in Cooperation with other Divisions of the School System[1]		
A. Summer School — Promotion or Enrichment	Annual Report on Summer School Activities and Achievement prepared by the project staff	Considered by central Curriculum Council and S.S. Division personnel. Analysis of pupil activities and achievements in relation to pupil-needs.

[1]Although most of the Great Cities School Improvement Program activities will have implications for the entire school system, the topics under Roman IX above are easily identified early in the project as areas that will ultimately have to be evaluated in cooperation with other school divisions.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
IX. Major Activities to Be Evaluated in Cooperation with Other Divisions of the School System (Cont'd)		
B. Appropriateness of Adult Education	Monthly and Annual Reports of School Community Agents Annual Report prepared by each school principal	Cooperating Divisions: Adult Education, Curriculum Council
C. Business Office Procedures D. More complete utilization of school plant E. Pupil transportation for educational and cultural enrichment purposes. F. Per-pupil expenditures for materials	Project staff's cumulative record of transactions with the business office. Concise breakdown of problem areas having to do with payroll, requisitions, special personnel and expediting personnel hiring for summer school work, budget, etc.	School superintendents in each city will know the best way to analyze these kinds of problems and whom to involve. For most thorough and realistic reduction of problems it would be advisable for representatives of the business offices to meet with project staffs periodically each year for exchange of views on procedures. If this is done it may avoid sudden, major changes and more complex problems when experimental projects are expanded to include more schools in the future.
G. In-Service Programs for Teachers	Workshop and Teacher-Committee Reports, Reports of Workshop Directors, Workshop and committee evaluations prepared by teacher-participants. Descriptions and evaluations of in-service activities pprepared by project staff.	To be submitted to the superintendent. Possible meetings with school officers in charge of in-service training for the school system. Specifically to be considered may include: (1) tuition - free and university credit workshops or seminars.

ACTIVITY	TESTS, INSTRUMENTS	TREATMENT OF DATA
IX. Major Activities to Be Evaluated in Cooperation with Other Divisions of the School System (Cont'd)		
G. In-Service Programs for Teachers		(2) processes used in workshops, (3) products of workshops, i.e., books, reports, instructional materials, research, curriculum development, etc.
H. Relations with Teacher Training Institutions and with Universities and Colleges	Project staff reports on relationships related to cooperative sharing of personnel, facilities, research and evaluation activities.	To the superintendent of schools
I. Determining Patterns of Cooperation with Public and Private Agencies	(See p.26 "Evaluation by Community Leaders and Agencies," and also p.28 "Project Director's 'Log' or 'Case Histories' on Successes and Failures with Other Agencies.")	See pp. 26-28